

BENWAY SCHOOL

Woodshop

Grades 9-12

Credits: 2.5



Benway School

Unit 1

Content Area: Woodshop

Unit Title: Woodshop

Grade Level: 9-12

Unit Overview: Welcome to woodshop course. This course introduces students to wood shop safety, hand tools, machines, industry, and a series of hands-on woodworking projects starting from common wood joints to a significant chess-coffee table.

Recommended Pacing: 7-8 weeks

Student Learning Objectives	NJSLS
Develop a safe and skillful operational knowledge of all tools and machinery in the woodshop	8.2.12.A.1
Develop knowledge and understanding of sound woodworking practices and techniques	8.2.12.A.1
Develop an awareness of related careers in the field	8.1.12.F.1
Develop the knowledge and understanding of various wood assembly techniques including joinery, fasteners, adhesives and finishes	8.2.1.A.1
Develop skills necessary to conceptualize and fabricate solutions to problems.	8.1.12.F.1
New Jersey Student Learning Standards	Progress Indicator
Identify and explain the safety rules in effect in the woodshop	9.4.12.A.36
Identify and prepare several types of wood joints.	9.4.12.C(5).1
Self evaluate his/her own skill development, growth and proficiency	9.4.12.B.12
Research a selection of websites and complete career sheets and reading guides in order to perform a career “cluster” project including two responsibilities for each career	9.2.12.A.1
New Jersey Student Learning Standards Technology <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	Indicator
Review career goals and determine the steps necessary for attainment.	9.2.12.C.1
Analyze the correlation between personal and financial behavior and employability	9.2.12.C.9
Describe the career opportunities and means to achieve those opportunities in woodworking.	9.3.12.AR.5
Describe the history, terminology, occupations and value of woodwork	9.3.12.AR-AV.1
Career Ready Practices	Indicator
Communicate clearly and effectively and with reason.	CRP4
Employ valid and reliable research strategies	CRP7
Use technology to enhance productivity	CRP11
Demonstrate the use of basic tools and equipment used in woodwork	9.3.12.AR-AV.2
Demonstrate technical support skills for various machinery and tools	9.3.12.AR-AV.3
Key Vocabulary Words	
joinery, fasteners, adhesives, finishes, drill press, belt sander, combination saw, miter saw, flathead screwdriver, philips head screwdriver, router, bandsaw, table saw, varnish, polyurethane, woodscrews	
Evidence of Learning	

Suggested Assessments:

- Presentations
- Class discussions and debates
- Make connections to the outside world and own life
- Discussions
- Peer evaluations
- Daily oral language

Learning Activities:

- Differentiated Instructional Groups and Activities
- Small group/ large group discussion
- Investigation of key events, concepts & principles
- Anchor Activities
- Integration of Contemporary Informational Texts

Work individually and collaboratively to explore key concepts:

- Differentiated Instructional Groups and Activities
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Instructional Materials:

- Internet
- Laptops
- Various hand tools
- Various drills
- Various saws

Teacher Resources:

- PARCC Writing Rubric
https://prc.parcconline.org/system/files/Grade%206-11%20Rubric%20Final_July%202015.pdf

Modifications & Accommodations:

**Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

Gifted and Talented

(content, process, product, and learning environment)

Extension Activities:

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts

English Language Learners**Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

<ul style="list-style-type: none"> ● Exploration of art and/or artists to understand society and history ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication ● Anchor activities ● Use of higher-level questioning techniques ● Provide assessments at a higher-level of thinking 	
<p style="text-align: center;"><u>Students with Disabilities</u> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments, ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. 	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>Modifications for Classroom:</p> <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments ● Repetition and practice ● Model skills/techniques to be mastered ● Extended time to complete class work ● Provide a copy of class notes ● Preferential seating to be mutually determined by the student and teacher ● Student may request to use a computer to complete assignments ● Establish expectations for correct spelling on assignments ● Extra textbooks for home ● Student may request books on tape/CD/digital media, as available and appropriate ● Assign a peer helper in the class setting ● Provide oral reminders and check student work during independent work time ● Assist student with long and short term planning of assignments ● Encourage student to proofread assignments and tests ● Provide regular parent/school communication ● Teachers will check/sign student agenda daily ● Student requires use of other assistive technology device <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> ● Extended time to complete assignments ● Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases. ● Provide the student with clearly stated (written) expectations and grading criteria for assignments. ● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

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- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
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